

DOCUMENT RESUME

ED 062 867

FL 003 153

TITLE Introductory Spanish IV.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 71
NOTE 26p.

EDRS PRICE MF-\$0.65 HC-\$3.29
DESCRIPTORS Audiolingual Skills; *Conversational Language Courses; Cultural Education; Educational Objectives; *Instructional Materials; *Language Instruction; *Language Skills; Listening Skills; Modern Languages; Reading Skills; *Spanish; Student Evaluation; Teaching Guides; Textbooks; Vocabulary Development; Writing Skills

ABSTRACT

This introductory conversational course in Spanish is intended primarily for use in the classroom. The student is to learn some general differences between Argentina and the United States and how to better describe his friends. The common verbs "tener," "venir," "ir," "dar," and those that change "e" are presented. Additional uses of "ser" and "estar" are introduced. Performance objectives are prescribed for culture study, listening, speaking, reading, and writing skills. The text concludes with a list of reference materials. (RL)

ED 062 867

INTRODUCTORY SPANISH IV

COURSE NUMBER 7503.34

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY.

DIVISION OF INSTRUCTION

Dade County Public Schools

Miami, Florida

1971

FL 003 153

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethal Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

CONTENTS

Course Description	111
Broad Goals and Behavioral Objectives	1
Course Content	6
Suggested Procedures	12
Sample Evaluations	14
References	20

INTRODUCTORY SPANISH IV

Course Description

Learn some general differences between Argentina and The United States of America and how better to describe your friends.

The common verbs tener, venir, ir, dar, and those that change e --- ie are presented.

Additional uses of "ser" and "estar" are introduced.

This quin is designed for the student who has controlled 7503.32 or its equivalent. Spanish will be the language of the classroom.

Course Number 7503.34

Behavioral Objectives: These minimum objectives will be met with 70% proficiency by a majority of the class unless otherwise specified.

I. Listening skills.

A. Understanding of the target language spoken at normal tempo.

1. Given orally five incomplete sentences taken from materials taught, each sentence followed by three completions, the student will choose the correct completion by circling a, b, or c on a previously prepared answer sheet.
2. Given orally a list of numbers 40 - 101 at random order the student will circle the number or the letter preceding the answer as he hears it with a majority of the class attaining 80% degree of success.
3. Given orally 10 sentences using the name words for the seasons related with already known vocabulary such as "Hace frío en el invierno", "Hace calor en el verano" etc., the student will mark v or f for verdadero or falso on his answer sheet. The minimal degree of success achieved by the majority of the class will be 80%.
4. Given orally a number of questions using forms of Verbs taught, the student will mark on his answer sheet the letter corresponding to the correct form of the response. For example: ¿Vas a esquiar?
 - a. No, no van
 - b. No, no voy
 - c. Sí, va

5. Given orally a list of names of countries followed by four choices for the name of corresponding nationality, the student will mark on his answer sheet a, b, or c, depending upon the correct choice.

The minimum degree of proficiency achieved will be 90% by the majority of the class.

B. Comprehension of new arrangements of familiar content.

1. Given orally five questions utilizing the verbs "ser" and "estar" followed by 3 answers, the student will mark on his answer sheet a, b, or c for the best answer.
2. Given orally five questions followed by 3 choices in which the possessive adjective is used, the student will mark on his answer sheet a, b, or c selecting the best answer.
3. Given orally five questions from material taught followed by 3 possible answers, the student will mark a, b, or c on his answer sheet, circling the letter that best answers the question.
4. Given orally a short narrative utilizing vocabulary and structure taught, followed by five simple questions, the student will mark "sí" or "no" on his answer sheet depending on which answer is better.

II. Speaking skills. According to his level of maturity and achievement the learner will talk with intonation and pronunciation acceptable to the teacher.

A. After hearing any line of material taught the student will imitate.

B. Perform necessary changes in form and order.

Given orally five basic sentences and a word to be substituted in the sentence, the student will make substitution and perform all other necessary changes.

C. Ask and answer questions creating new well-constructed sentences in the target language.

1. Given orally a series of questions concerning the situations taught, the student will respond with original answers to the questions.

2. Given orally a series of statements concerning the situations taught, the student will ask original questions relative to the statements.

III. Reading skills. According to his level of maturity and achievement the learner will read orally with intonation and pronunciation acceptable to the teacher.

A. Skill of oral reading with awareness of regular sound-letter correspondence.

1. Given five sequential sentences, the student will read orally.

2. Given 10 words illustrative of special sounds taught in this course, the student will pronounce them.

B. Skill of reading with direct comprehension recombinations of materials already learned audiolingually.

1. Given a series of written questions and 3 or 4 answers for each question using any material taught during the course, the student will choose and mark the correct answer on his answer sheet.
 2. Given a short written narrative followed by a series of questions and multiple answers the student will mark the one that best answers the question according to the narrative read.
- C. Skill of reading specially written materials that introduce new vocabulary and structure.

Given a short written narrative in which the vocabulary of material taught has been used in recombination with some new words and structural forms, the student will mark on his answer sheet the one answer out of 3 choices that best fits each question.

IV. Writing skills.

- A. Copy in the target language what has been previously heard, spoken and read.

Given any portion of material taught, the student will copy it with 90% accuracy.

- B. Write from dictation the target language content which has been taught.

Dictated any portion of material taught, the student will write it with 90% accuracy.

C. Write exercises with minimal structure changes.

1. Given five incomplete sentences and a list of words, the student will choose the correct words and write them in the blanks.
2. Given five incomplete sentences with an infinitive for each, the student will supply the correct forms.

D. Write answers to questions.

1. Given five simple written questions based on material taught the student will write logical answers with acceptable spelling and word order.
2. Given five simple oral questions based on the material taught, the student will write logical answers with acceptable spelling and word order.

V. Culture.

A majority of the students will attain these minimum objectives.

- A. Answer correctly in English five out of ten questions relative to the geography of Argentina.
- B. Identify three contemporary values and behavior patterns of adolescents in Argentina when given six from which to choose.

VI. Attitude.

- A. The student will identify several reasons for studying a foreign language as evidenced by participation in discussion groups, research projects, making of art objects, etc.
- B. The student will register for further courses of language study.

COURSE CONTENT
GRAMMATICAL INVENTORY

NOUNS *

abuelo	catorce	desfile	fiesta
Alberto	cena	día	Francia
albóndigas	Chile	diez	francés
alemán	chicos	Dios	Francisco
Alfredo	cinco	discos	fritas
Alicia	chino	Domingo	fútbol
Alemania	cine	dos	Gloria
almuerzo	cien	enero	gracias
Amanda	ciento	enferma	gusto
amigo	clase	Enrique	hambre
años	ciclo	escuela	helado
arroz	cincuenta	España	hermano
atención	Coca-Cola	español	hija
autobús	copa	Esperanza	hombre
biblioteca	cumpleaños	estaciones	hora
café	Consuelo	Estados Unidos	hospital
champaña	cuaderno	estudiante	iglesia
California	cuarenta	familia	impermeable
calor	Cuba	favor	independencia
casa	cuarto	Federico	Inglaterra
cara	cuarenta y dos	Fernando	inglés

* Some are used as adjectives.

invierno	noche	primo	verano
Isabel	nueve	profesor	visita
Italia	norteamericano	quince	
italiano	novela	ratos	
Joaquín	noventa y nueve	recuerdos	
José	Nueva York	reloj	
Josefina	Nuevo México	refresco	
Juan	ochenta y seis	remedio	
jueves	ocho	resfriado	
julio	ojos	Roberto	
leche	otoño	sábado	
libros	Pablo	San Francisco	
Los Angeles	padre	Santa Fé	
llegada	país	seis	
mamá	palabra	semana	
Manolita	papá	señor	
Manuel	papas	sesenta y cuatro	
María	paraguas	siete	
mesa	papeles	setenta y cinco	
meses	Pedro	suerte	
miércoles	Pepé	Tejas	
México	Petra	Teresa	
Miguel	pelo	tiempo	
morena	Portugal	tienda	
muchacha	portugués	tío - a	
mujer	primavera	Tomás	

ADJECTIVES

alegre	morena
alemán	mío
alto	mayor
amarillo	nuestro - a
americano	nuestros - tras
antipática	negro
aquel	nublado
aquella	norteamericano
argentino	nueva - o
azul	oscuro
bueno - a	plano
bonito - a	portugués
blanco	primero
cansada	pasada
chino	rojo
descompuesto	rubio
divertida	simpático - ca
español	serio
francés	tonta - o
frías	triste
grande	
inglés	
listo	
mala - o	

VERBS

"ar"

acabar

acostumbrar

buscar

contestar

cuidar

descansar

empezar

esperar

esquiar

estudiar

gustar

hablar

invitar

llamar

llegar

llevar

mirar

mojar

pasar

preguntar

presentar

quedar

tomar

tratar

"er"

aprender

comer

correr

ver

"ir"

decidir

reunir

vivir

IRREGULAR VERBS

conocer

dar

empezar

estar

haber

hacer

ir

llover

parecer

poder

poner

preferir

querer

saber

salir

ser

tener

venir

volver

ADVERBS

ahora

allí

apenas

aquí

bastante

bien

en frente

en seguida

hoy

luego

mucho

pronto

siempre

sólo

varios

1. Verbs with changes in the stem e -- ie
Present tense (querer, preferir and empezar).
2. Irregular verbs tener, venir, ir, dar, in present tense.
3. Ir a / infinitive form (verbs llamar, hacer, ir, llevar, aprender, dar, venir, buscar, salir).
4. Verb "ser" used with nouns or with adjectives of characteristics.
5. Verb "estar" used with adjectives of condition.
6. Verb "ser" versus verb "estar", adjectives of characteristics versus adjectives of condition.
7. Verb "ser": origin.
8. Verb "estar": location
9. Verb "ser", versus verb estar: origin versus location.
10. Possessive adjectives: mi, tu, nuestro, singular and plural.
11. Possessive adjective: su, singular and plural.
12. "De" construction --- Possessive adjectives.
13. Interrogative words (review drills)

SUGGESTED PROCEDURES

1. Questions about the situation or the dialog.
2. Personal questions (with the vocabulary learned in the dialog).
3. Names of the countries where Spanish is spoken and capitals.
4. Questions involving dates like these:
¿Cuál es la fecha de hoy?
¿Cuál es la fecha de su cumpleaños?
5. Original drills with querer.
6. Original drills with preferir.
7. Original drills with empezar.
8. Narratives:
 - a) Josefina va a España.
 - b) De visita en la Argentina.
 - c) ¿No vas a la escuela hoy?
 - d) Domingo el argentino.
 - e) El señor Le Blanc.
 - f) Juan y José.
 - g) Las vacaciones de Rosa.
9. In the supplement, addition of 13 countries and adjectives of nationality (masculine and feminine).

10. Original drills on vocabulary and structure of the 1st part of the dialog.
11. Original drills on vocabulary and structure of the last part of the dialog.
12. Original drills on verb "poder".
13. Narrative:
 - a) La amiga de Susana. *
14. Filmstrips and movies on Argentina.
15. Field trip - lunch in an Argentinian restaurant.

* Dade AIM

May be secured from Dade County Foreign Language Office.

SAMPLE EVALUATIONS

Listening Skills

Performance objective I a-1

You will hear twice an incomplete statement and three choices for the completion. On your paper write a, b, or c as your selection for the best completion.

1. El chico es de
 - a) pleno verano
 - b) la Argentina
 - c) en la clase
2. Hace tres años que _____ en este país
 - a) soy
 - b) estoy
 - c) eres
3. Llevo el impermeable porque _____
 - a) hace calor
 - b) va a llover
 - c) quiere un refresco
4. ¡No me tomes el pelo!
 - a) No, hablo en serio
 - b) No, hablo español
 - c) No hablo ni una palabra
5. Buscamos a mi primo para
 - a) quedar en ir
 - b) estar enfermo
 - c) tomar un refresco

Performance objective I B-3

You will hear a question twice. Then you will hear three possible answers.

Mark a, b, or c as the best possible answer.

1. ¿Dónde está la Argentina?

- a) Está en Sudamérica
- b) Esta en los Estados Unidos
- c) Esta en España

2. En la Argentina ¿hay estaciones?

- a) No, no hay estaciones
- b) Hace calor siempre
- c) Sí, hay estaciones

3. ¿Sabe Ud. hablar inglés?

- a) No, no sé hablar inglés
- b) Sí, sé hablar español
- c) Sí, sé hablar inglés

4. ¿Qué hablan en Chile?

- a) Hablan español
- b) Hablan inglés
- c) Hablan chileno

5. ¿Viene Ud. a clase los miércoles?

- a) No, no voy los miércoles
- b) Sí, voy
- c) No sé

Speaking Skills

Instrument for measuring performance objective II B

You will hear a basic sentence and after a pause, a cue. Make a new sentence, utilizing the cue and making all other necessary changes.

1. Aquí hablamos español todo el tiempo.

yo

2. ¿Cuánto tiempo hace que Ud. vive aquí?

estudian

3. El sale en seguida

sales

4. Los chicos vienen de la Argentina

chico

5. Prefiero los discos del profesor

profesora

Reading Skills

Instrument for measuring performance objective III B 1

Read the following questions and choose the best answer by circling a, b, or c.

1. ¿Es alta y rubia María?
 - a. Sí es morena
 - b. Sí soy alta y rubia
 - c. Sí es muy bonita
2. ¿Van Uds. al desfile?
 - a. No, voy a la tienda
 - b. No, no van
 - c. No, vamos a estudiar
3. ¿Tu mamá es de la Argentina?
 - a. Sí, mamá habla español
 - b. No, es de los Estados Unidos
 - c. Sí, es de Miami
4. ¿A qué hora viene Juan?
 - a. Viene mañana
 - b. Vengo a las seis
 - c. Viene a las tres y media
5. ¿Qué vas a hacer?
 - a. Estudio mucho
 - b. Voy a dar una fiesta
 - c. Vamos a esquiar

Writing Skills

Instrument for measuring performance objective IV C 1

From the list of words choose the best one for each incomplete sentence and write that word in the blank. Be careful. No word can be used twice.

1. ¿Qué van a _____ después del cine?
2. Parece que _____ estudian español.
3. Luego quedamos en ir al _____.
4. Mamá no le _____ champaña.
5. Van a _____ mucho aquí.

- a. María
- b. tienda
- c. cine
- d. hacer
- e. él
- f. ellas
- g. estar
- h. fiesta
- i. da
- j. dan
- k. aprender
- l. aprenden

V B Culture Knowledge

Of these contemporary values and behavior patterns of Argentine adolescents today, choose these and discuss.

1. Adolescents in the home
2. Boy-girl relationships
3. Their attitude toward the church
4. Their social life
5. Their school life
6. The opportunities for girls

VI. Attitude

- A. The teacher will have noted throughout the courses the participation in activities and expressions of beliefs of each pupil.

Through his/her guidance positive opinions and attitudes hopefully will develop in a majority of the class. A chart on minute details might be kept such as:

	Volunteers	Take positive attitude	Seeks a project	Speaks without bitterness	Accepts leadership role
1. Allen, Mary	1	1	1		
2. Alsworth, Joe			1		1

REFERENCES

- Bauer, Olga. Cortesía y etiqueta modernas. Madrid: Aguilar S. A., 1967.
- Brooks, Nelson. "Teaching Culture in the Foreign Language Classroom." Foreign Language Annals, March, 1968, pp. 204-217.
- Brown, Ina Corinne. Understanding Other Cultures. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.
- Castro, Américo. The Structure of Spanish History. Princeton, New Jersey: Princeton University Press, 1954.
- Copeland, Leila S. and Dovell, J. E. La Florida; Its Land and People. Texas: The Steck Company, Publishers, 1957.
- Dade County Public Schools. Spanish Supplementary Materials. ALM Spanish Units 1-14, Curriculum Bulletin 20J. Miami, Florida: Dade County School Board, 1964.
- _____. Sonidos de la vida diaria, Curriculum Bulletin 20M. Dade County School Board, 1969.
- _____. Orientation to Spanish Culture, Curriculum Bulletin 20L. Dade County School Board, 1968.
- _____. FLES-7 Spanish, Curriculum Bulletin 20-FL. Dade County School Board, 1966.
- Gibson, Charles. Spain in America. New York: Harper & Row, 1966.
- Green, Jerald R. A Gesture Inventory for the Teaching of Spanish. New York: Chilton Company, 1968.
- Grittner, Frank M. Teaching Foreign Languages. New York: Harper & Row, Publishers, 1969.
- Harcourt, Brace & World, Inc., Publishers. ALM Spanish 1, first edition. New York: Harcourt, Brace & World, Inc., 1964.
- Henriquez Ureña, Pedro. Historia de la Cultura en la América Hispana. México: Fondo de la cultura económica, 1961.
- Jernigan, Ernest H. Florida; Past, Present, Future. Florida Research Press, Ocala, Florida, 1964.

- Lado, Robert. Language Teaching A Scientific Approach. New York: McGraw-Hill, Inc., 1964.
- _____. Language Testing, The Construction and Use of Foreign Language Tests. London: Longmans, Green and Co., 1961.
- _____. Linguistics Across Cultures. Ann Arbor, Michigan: The University of Michigan Press, 1957.
- Modern Language Association of America. A Handbook on Foreign Language Classroom Testing: French, German, Italian, Russian, Spanish. New York: Modern Language Association of America, 1968.
- Oliva, Peter F. The Teaching of Foreign Language. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1969.
- Plaza, Galo. Latin America Today and Tomorrow. Washington: Acropolis Books Ltd., 1971.
- Politzer, Robert L. and Bartley, Diana E. Practice-Centered Teacher Training: Spanish. Philadelphia: The Center for Curriculum Development, Inc., 1970.
- Politzer, Robert L. and Staubach, Charles N. Teaching Spanish, A Linguistic Orientation. New York: Blaisdell Publishing Co., 1965.
- Rivers, Wilga M. Teaching Foreign Language Skills. Chicago: The University of Chicago Press, 1969.
- Stockwell, Robert P. and Bowen, Donald. The Sounds of English and Spanish. Chicago: The University of Chicago Press, 1965.
- Valette, Rebecca M. Modern Language Testing. A Handbook. New York: Harcourt, Brace & World, Inc., 1967.

AUDIO-VISUAL MATERIALS

Slides

Spanish Media Package Series. Miami, Florida: Dade County Schools, 1970.

Tapes

Dade County Public Schools. Dade ALM (tapes). Miami, Florida: Dade County School Board, 1967.

Harcourt, Brace & World. ALM Spanish, First Edition. New York: Harcourt, Brace & World, Inc., 1961.